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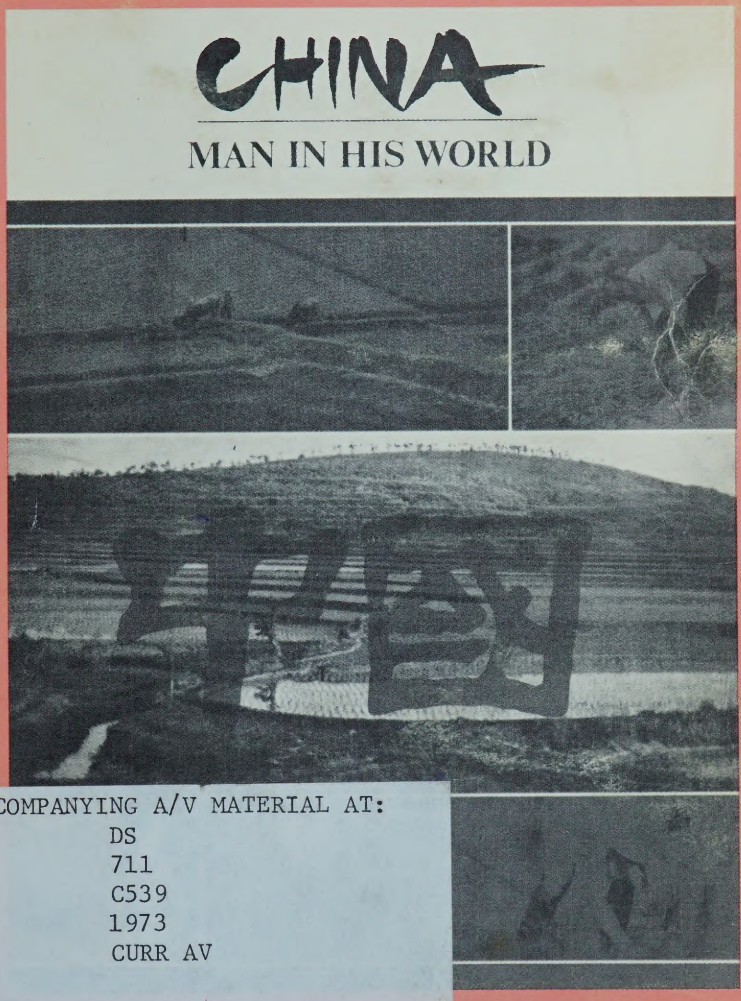
Teachers' Guide

CHINA



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Teachers' Guide

CHINA

MAN IN HIS WORLD

Fitzhenry & Whiteside Limited

INTRODUCTION

China is a vast and complex land. The landscape of the different regions ranges from the frozen wastelands of the Himalaya Mountains and Plateau to the tropical jungles of Hainan Island. The history of Chinese civilization stretches back further than Western Civilization, without a break in its continuity. This vastness in areal extent and in historical depth makes China a difficult topic to study.

Recognizing this problem, the authors chose to concentrate on a small but important region within China as it has changed in the last three or four decades. This reduction in scale has permitted a detailed look at the life and problems in a typical Chinese village. Chosen for study was the delta region of the Yangtze River, the "Main Street" of China, blending together the characteristics of the North and the South. Along the banks of the river are fields of rice, cotton and vegetables (the summer crops) typical of the South as well as wheat, barley, and vegetables (the winter crops) typical of the North. The Yangtze Plain is home to over 100 million people who are crowded onto its intensively cultivated alluvial soils. Recent history has left its impressions on the way of life and ideology of these people. The Communist Revolution and the overthrow of the landlords had as much impact here as in other sections of China. In general, the peasants accepted these changes as a new and better system. Philosophically, Westerners may disagree with Communism but observers who have visited China tend to agree that this form of government and economy has worked here with a high degree of success.

As a teaching device, the philosophy of previous books in the *Man In His World* series has been maintained. The creative teacher will find many opportunities to add topics of interest. This book will be a beginning for the study of a fascinating land.

PAGES 4 – 5

The translation of the three English sentences into Chinese helps the student see that the Chinese write from the top to the bottom of the page and start on the right. Many languages are based on an alphabet, but some, like the Chinese, are based on characters or pictograms and ideograms.

To emphasize how the writing of a language changes, let your students read some Middle English from Chaucer's *Canterbury Tales*. Just as the English language changes, the Chinese characters have changed. Today they are simplified and designed to be made by quick strokes of a pen or brush.

Those who listen to a Chinese speaking recognize a sing-song effect in the language. The rising and lowering of tone denotes differences in meaning.

On page 5, the term "farm" should be "farmer". The character for "river" is not the same as that used in the translation for the proper name of the Yangtze River, nor is the character for rice the same.

The *exact* translations of the three sentences on page 4 are given here for the teacher's reference, but the students should be encouraged to use the vocabulary on page 5 to figure out the structure of the Chinese sentences.

1. This is one volume about China book.
2. Along the Yangtze River live many Chinese.
3. Farmers in fields grow rice.

PAGES 6 – 7

Modern Chinese is similar in form to the ancient language. Penmanship has been a highly developed art throughout China's history. Because of these two facts, the Chinese language, no matter when it was written, can be translated easily. This is not the case with languages of other ancient civilizations.

Chinese history is thus recorded continuously. The written form of the language is similar throughout the country. It has some characters in common with Japanese. Many dialects, unintelligible one from the other when spoken, become readily understood when written.

The present Government of China carries on archeological diggings in the valley of the Yellow River. Some believe this to be the cradle of civilization. Treasures are found in abundance.

China's history is one of continuous overthrow at the top. While rulers were toppled, however, there was little change among the masses. The Chinese have enjoyed a reputation for being inventive, a theme developed on pages 6 and 7. The Dynasty theme should be explored by consulting an encyclopedia.

The pictures on page 6 might be used as follows:

Compare Ancient China, Ancient Egypt and Peru under the following headings:

Early Man
- Period
- Tools

Civilized Man
- Period
- Tools

Inventions

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Architecture

Using groups of people to do the work, (it should not take longer than two teaching periods), compare the Dynasties as you compared the civilizations. Use big charts.

Name of Dynasty	Important Person (if one can be found)	Period	Mark Significant Feature
Shang			
Chou and Chin			
The Han			
The Tang			
The Sung			
Mongols			
Manchers			
The Peoples' Republic			

These periods could all be illustrated by the students. Different groups do different periods. Not everybody has to do everything. A person from each group could be interviewed while the artwork is shown with an opaque projector. Chinese music plays in the background while the picture is on. Whenever a picture is shown, the narrator should allow about seven seconds for the viewers to study the visual before commenting. There should be a similar pause following the brief narration.

PAGES 8 – 9

This section provides an opportunity for the teacher to deal easily with a difficult subject and to try a method of problem solving.

Often we isolate and deal with weaknesses. This is a valid technique. Too seldom do we deal with strengths. In any class there will be a great number of strengths. It is our job to find and develop them. Fortunately, most people know what their strengths are. Ask the students to report on what they are best at. This may not be related to school. Try to categorize their strengths into about six groups (e.g., creative, analytical, able to forecast or predict, sensitive to people's problems, sensitive to feelings, action-oriented). Arrange groups by having a mixture of these strengths in each. Change groups on the basis of strengths.

Since democracy is based upon discussion and participation, students should be given actual problems to solve. The one on page 9 is such a problem. Try Charlie Brown's "We all need someone we can depend upon". Have a chairman and a secretary in each group of between five and eight in each group. Discuss the meaning of "all" – get a written definition in five minutes. Have the definitions read out. Compare. Students should learn to define terms and try to work within the definitions. They should all get a chance to talk, to listen, to write and to read. The process is continuous. When they are skillful in this process they will be able to handle the whole statement. Move slowly. Whenever possible students should be given problems that are real to them. By changing groups and dealing with their own problems, students will learn a useful democratic process and gain invaluable language experience. They must be taught that Democracy involves talking, listening, writing and reading.

After working on two or more statements, the students may be in a position to compare the philosophers, e.g., Socrates and Plato.

PAGE 10

The last 200 years of the Chans was a period of constant warring. Confucius lived in this period. He detested the poor behavior of the people and recommended that they should adopt the ancient and legendary Kings as models. He accentuated ancient ancestor worship, emphasizing duty to one's parents as the first duty of man. His disciples spread his teachings widely in China. Mencius was his chief follower. He advocated that "good" men should govern. This lead to an examination on the writings of Confucius for all who were the "best" people. Soon, only those who could afford to study would sit for the exams. This allowed the landlords to take over local government and the economy. The Landlord-Scholar officialdom persisted until 1905!

Ritual and ceremony were important to Confucianism and ensured that the family and local units of administration were secure. The Chinese adopted a resigned attitude, from Lao-tse (Taoism). They sought not to control nature, but to live in harmony with it. Confucianism became a religion which cemented the Chinese way of life for almost 2,500 years.

Confucian thought gave rise to well defined heirarchy within a family. Fathers had such authority that they could have concubines, as many as they could afford. Concubines' sons had status equal to any of the wives' sons. Fathers passed authority to sons. Elder sons had more authority than younger sons.

Footbinding was practised only by the wealthy. Peasant women needed healthy feet for work in the rice fields.

Even though the structure of society was clearly defined, individuals could often transcend the boundaries of custom. Some concubines had considerable power.

PAGE 11

Follow the instructions in the exercise using techniques learned from pages 8 and 9. Have your students suggest a status chart for the family pictured on page 11. The father and the son on his knee should be one and two; the next three people should cause interesting debate.

PAGE 12

Students should use an atlas to mark on the map the 20° N latitude and the 50° N latitude. Have them find the latitude of Peking and Wuhu. This will be an excellent opportunity to review the concepts of latitude.

China is larger in area than the United States and one of the largest nations on earth.

In comparing North America with China, it is amazing how similar they are in structure, climate and population distribution.

PAGE 13

The focus of the book is on a village in the Yangtze Valley of China. The purpose of this page is to give the student some idea of the location of the village within China and to begin to see how this area compares with other parts of the country and with the area in which the student lives. The population density map uses the same 500 per square miles density used in most atlases. The ini-

tial questions ask for descriptions of location and of population density. It might help if the students were to suggest words which could be used to describe the location of familiar objects in the classroom. They could then be asked to pick out of this list, which might include middle, edge, between, near, east, west, north, south, the words which would best describe the location of the village in China. For each choice they should be asked to give reasons.

In dealing with population density, the student should use an atlas to supplement the information given in the book. Here is an opportunity to review briefly the types of information available in an atlas and to have the students decide which map will give the information on population density in China, North America, and the area in which they live. In locating each of these places, there is some opportunity to review, or introduce the use of an Index to locate their own home town, state or province.

The book includes many questions such as #5 to have students compare life in two very different countries. For most areas of North America, the population density will be much lower than that found in China. This page lets students realize the much higher density of population in the rural areas of China compared to North America. This might lead into discussion of the standard of living of the Chinese people. Reasons for ideas should be sought in the population density figures. A simple example to bring out this point might be to use the population density figures per square mile (i.e., 500 people or more per square mile vs 50 per square mile in their home area) and ask the students to pick out the area where they might make a better living in farming and to explain their answer (assuming both areas are suitable for agriculture).

The "Did You Know" (written in Chinese and English on page 5) brings out something of the size of China and how many people are added to its population each year. Have the students turn to page 63 of the book and explain how the artist's symbolic drawing might be related to this information.

PAGE 14 – 15

The large map shows an unusually large amount of water present in the form of lakes, ponds, canals and rivers. This type of information usually indicates a wet climate and a relatively flat and low landscape. To keep the water in place, levees must be built around the ponds and water courses. Since many of the water courses and ponds are man-made, man is making use of the water either for irrigation or transportation or both. If the water is stored in ponds, there must be a heavy demand for water at a time when rainfall is not heavy.

The drawing on page 15 shows the flat flood plain of the Yangtze Valley with its maze of ponds and water courses. The levees along the river bank are used for pathways or roads. Many farm villages cluster along the water course used by small boats to transport goods to the Yangtze and the port of Wuhu. Farm fields crowd into every available piece of land and only the rockiest hillside is left covered by trees.

To ensure that students understand all these features they should make a labelled field sketch in their note books of the picture on page 15.

PAGES 16 – 17

The "Did You Know" on this page points out one of the major differences between China and North America. Most Chinese live in rural (agricultural) villages whereas most North Americans live in cities. The following are recent figures:

Canada	70%
United States	70%
Australia	82%
Japan	64%
United Kingdom	83%

The description of the location of the village, begun on page 13, should be completed with more detailed information: along narrow dirt roads, beside a pond, amongst small but carefully farmed fields, with many irrigation canals.

The Chang village is located on the small map on page 17 along with the area farmed by each village. Students should use the scale at the bottom to decide on the area farmed by the Chang village. They should be reminded of the difference between measuring a distance (linear) and measuring areas. They will probably come up with a figure close to one square mile, in which case every person will farm approximately one acre of land. By comparison the farmers of North America usually farm upwards of 200 to 300 acres in the East, from 1,000 acres on the Plains, to several thousand acres in ranching land, and 100 to 200 acres on irrigated lands.

The communality of life in China is another contrast to life in farming regions of North America where the single-family farm is the rule. A good photograph of a farming area from the air might be used to illustrate the difference between the two countries. A game situation might get across some of the ideas in answering question #3. Give a problem to each student in the class to work at separately, then have them work at another problem in groups. You might use a heavy object which an individual student could not lift, but which a group of three students could lift.

The fourth question should lead into comparison of the roads, buildings, field layouts, and house locations in China and North America. Reasons for differences might include: income, available building materials, need to save space for growing crops, need to irrigate fields, different type of climate, crowding of the people. Stores are absent in this village due to its small size. Most of the basic requirements of life are produced by the people themselves. They possess little money to buy articles. The peasants of the village are probably forced to walk to the next large village, about two miles away, to buy items sold in the stores there.

PAGE 20

Beginning on this page is a series of readings which deals with one of the families living in the village shown on page 16. These readings bring out important ideas about life in China which are difficult to show in maps, pictures or drawings. The stories bring out typical features of the life of most Chinese peasants through the example of the Chang family.

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The building materials used in the home are indicated on the small drawing and are locally available materials that are cheap and easy to use. The comparison brings out the differences in building materials used in North America. The greater size and expense of materials and labor costs in North America result in higher priced homes. In parts of the United States and Canada, houses must also be built to withstand winter weather conditions not encountered in the Yangtze Valley. Refer to an atlas which shows the climates of the region of China and the home area.

Most Chinese kitchens are extremely small and have none of the conveniences found in North American homes. There is usually a charcoal stove, a few pots and pans, knives and forks (or chopsticks), and a wooden cabinet. The family may have an icebox if they can afford to buy ice, and a storage area for vegetables. Often in the south the cooking area may be located outside the house to prevent smoke and fumes from filling the house while supper is cooking. Until recently the Chinese did not have electricity in their homes and, due to a housing shortage, each family had only a small place in which to live.

PAGE 21

The exercise on the Chang home gives the students an opportunity to map a familiar area and to deal with the problem of scale. They must reduce the area covered by the classroom and their bedroom to fit on a piece of paper. A lead-in to a discussion of scale is provided in the third question. The dimensions of one of the two rooms of the Chang home are given, but the second room is not defined. Using the lengths given on the map the student should be able to puzzle out the size of the second room. In this way, he can see that a certain length of line on the "map" of the house represents a certain distance in feet.

The result of this activity should be the realization that the home of the Chang family may be no larger than the room of *one* student. This should illustrate the crowding of people in the typical Chinese family.

The story found on pages 20, 21 and 22 introduces the landowner. In China before the 1949 Communist Revolution, most of the farmland was owned by a small number of rich landowners who rented land to peasant families to farm. As indicated on page 20, the rent charged for such lands was extremely high and impossible to pay (for most peasants). As a result, most of the peasants of China were in deep debt to the landowners of their area. Often the farmer was forced to sell a son or daughter to the landowner to help pay off his debt. The landowners were often an aloof and overbearing lot who antagonized their peasants at the least opportunity. The story brings out these points through the experiences of the Chang family. Ask the class to comment on the position of the landlord and the Chang family. Have the students explain why the "Wit and Wisdom" statement at the top of page 21 was included at this point and why it has some truth in the situation covered by the story. It is suggested that these sections be read as one unit.

PAGE 22

The questions let the student gather information with which comparisons between his own diet and that of the Chinese family may be made. Students should review their ideas on the need for a balanced diet.

The most important difference in the diets should be in the great use of meat and dairy products by North Americans, as well as the use of a much greater variety of foods. Many of our foods will be processed ones. In China the diet is based on rice in the central and southern parts. This is supplemented by fresh vegetables and some types of fruit. Seldom is meat eaten, except for the occasional chicken or duck. In the ponds of the village, fish (carp commonly) are raised as a food crop and form part of the diet for special occasions. The only common items on the table which are not produced directly by the family are the salt, sugar, and tea.

The small drawing at the bottom of the page brings out the effect of the diets of the two peoples we have been discussing.

PAGE 23

Since they owned most of the farmlands of China, the landlords could afford the luxuries of life while the masses toiled in the fields to make a meagre living. The differences between the homes of the peasants and the landowner reflected this fact of life in Pre-Revoluntionary China. In most cases, the ornate, large and luxurious home was built by the same peasants who farmed the landowner's fields. Many of the servants were the sons or daughters of peasants who had been sold to the landlords to pay off debts. As a result the peasants felt only fear for the landowner.

Chang's nervousness would be a result of his fear of the landlord's demanding a son or daughter in payment for his debts, the imposing size and luxury of the landowner's house, his wealth and power, and his education and general status in society.

PAGES 24 – 25

The diet comparison chart shows how much more important rice is to the Chinese diet than wheat is to our diet. Our diet is more varied and has a larger emphasis on protein rich food such as dairy products and meat. Most of the corn grown in North America is used to feed livestock.

The type of diet a person has depends on where he lives in the world. The map on page 25 shows those areas of the world where rice can be grown. Students should refer to a distribution map of rice in an economic atlas and plot the greatest concentrations of rice onto the map on page 25. These major concentrations of rice occur around major river deltas which provide flat fertile soil and abundant irrigation water.

The statistics on page 25 are designed to show that rice is cultivated in the most densely populated parts of the world. Rice takes up far less space than wheat and yet produces almost as much grain. Rice has the advantages of producing two or more harvests per year in the warmer and wetter areas of the world.

PAGE 26

The key to understanding why seed beds are used is in the fifth sentence: "This is done during the month of April, while winter crops are being readied for harvests." The fields are occupied by a winter crop but the rice must be started early to ensure that the growing season is long. Not only do seed beds provide a head start, but the rice seedlings can be more easily cared for while they are in seed beds.

Working in rice beds and in transplanting rice is a cold, wet, dirty job involving a lot of stooping which is hard on the back. Obtain some brown rice and try planting a seed bed in your classroom.

PAGE 27

The water buffalo does not bog down in muddy places because his hoofs are large and spread out when he walks. This "snowshoe" effect prevents him from sinking in the mud. He cakes his body with mud to protect it from insects and the heat and prevent it from drying out. Students should do more research on the water buffalo, discovering where they are found and how they are used.

PAGES 28 – 29

These pages illustrate the nature of the rice plant, the rice paddy, the methods of harvesting and threshing the rice. Students should become aware of the amount of work involved and the primitive nature of the farm techniques and tools.

PAGES 30 – 31

NOTE: The rainfall pattern on Page 31 for location 2 should be in location 3 and vice versa.

The field patterns on Page 30 are designed to show students the difference between the use of land for a single crop and how land can be used to produce two crops in the same year. The field pattern with the double rice crop will have the warmest climate and the longest growing season. Where the winter is too cold for the cultivation of rice, barley may be introduced as a second crop. Where the summer is too short for cultivation of rice, winter wheat may be grown. Wheat must be harvested before the damp, wet summer season begins. Where a double crop is grown on the same field, the seed bed is important. Rice has the advantage of being able to be transplanted easily from the seed bed to the rice paddy.

Field A would be located at location #2.
Field B would be located at location #1.
Field C would be located at location #3.

PAGE 34

The diagrams illustrate the basic makeup of Chinese society and wealth before the Communist takeover in 1949. The small number of nobles along with the Emperor controlled most of the wealth of the country. Millions of Chinese peasants were on the opposite end of the socio-economic scale living in poverty and suffering from disease, famine and exploitation. This was the explosive situation which existed in 1949.

The Chang family belongs in the peasant class and the local landowner probably could be placed in the Lesser Landowners class. (His house, although large by local standards, was plain compared to those of more elevated nobles.)

The note on the life of the peasant should make it necessary for the student to read back in the book to the various sections which deal with the family and their way of life. It is included to provide for review and reflection.

In dealing with the investigations at the bottom of the page, the student should turn back to pages 6 and 7 to find names and dates of dynasties. Follow up with research in encyclopedias.

PAGE 35

The Chinese Communist Party was active in China for over 20 years before finally taking power in 1949 from the Natonalist Chinese in a bloody civil war. Their success was due to the appeal of their program, formulated by Mao Tse-Tung. The quotations in the diagram have been taken from the sayings of Mao and are directed at the peasants of China who have been suffering excessive taxation and exploitation during the war with Japan and the Communists. The Communists had a natural appeal to the masses. Their apparent interest in correcting the wrongs of Chinese society made their progress popular among the peasants. The landowners and nobles saw the Communists as a threat to their position in society and to their very lives. They had everything to lose while the peasants had little to lose by a Communist takeover.

In question 3 the page references should be to pages 20-22. The support of the Chang family for the Communists would not differ from the general feelings of the peasants in most areas of the country.

The diagrams on page 34 would be considerably altered if the Communists took power. The top four levels of society would be replaced by a small number of Communist party leaders. The wealth of the country would now be distributed among the peasants evenly so that only one economic level would exist. The Communist party members would receive no more wealth than the common peasant. The leaders, however, would be given enough money to keep up appearances as heads of a country. They would not enjoy anything near the wealth and luxury of the Emperor or major nobles of Pre-Revolutionary days.

The Revolution was inevitable due to the tremendous difference between the rich and the poor classes and because the peasants became aware of their poor position as a result of the work and propaganda of the Communist party members.

PAGE 36

If the students study the information on this page carefully they will see that the Communists carried out most of the promises which were outlined on the previous page. They should pick out the various promises and see if the information on this page is related to them.

The drawing at the bottom of the page shows the peasant being given the deed to the land which he formerly rented from the landowner. This illustrious gentleman is being led away by a member of the People's Liberation Army, probably to be shot. His house is boarded up and will be either destroyed or used as a home for several families, or for a public building.

PAGE 37

The important changes to be noted in these drawings relate to the information covered on pages 35 and 36. Students should use these previous ideas when looking at the drawings. The most important changes are the destruction of the landowner's home (probably by the Communists or by the angry peasants), the disappearance of the tax which must be paid by the peasants to the landowner after each harvest, and the greater wealth of the peasants. From the map (at the top of the drawings) few changes are seen. All of these changes can be traced back to the promises of the Communists and are of greatest benefit to the peasants.

PAGE 38

The story continues and outlines some of the after-thoughts of the Chang family on the Communist program. While reading the story the student should be encouraged to look at the various sayings of Mao.

Chang should not feel threatened by the last two sayings of Mao which deal with work. The family has been used to hard work and still must work hard to make an adequate living even after the Communist takeover. There were still many millions of mouths to feed. The area which could be farmed was still the same. Floods and droughts could still strike under the Communists.

The parts which must have raised doubts were those dealing with the State ownership of land and factories and the idea that everyone should be a worker for the State and not for himself. This idea was in direct contrast to the policy of the Communists to turn over ownership of the land to the peasants.

PAGE 39

These drawings show the changes resulting from Communist Party programs. The changes which have occurred from 1949 to 1951 are related to the quotations of Mao given on page 38. The top map shows the enlarged fields made possible by the consolidation of the holdings of individual peasant fields. This reduced the loss of land used to mark field boundaries and the larger field size was better suited to planting by large teams of peasant workers. The second drawing from the top also shows the larger fields and the disappearance of the home of the landowner which was burned down in 1949. The peasants are now working the fields in "Mutual Aid Teams" but the village is still in the same position. The situation at harvest time has also changed. The State (Large Star) now takes possession of the harvest of the fields of the Mutual Aid Teams and then a portion of the crop is returned to the peasants for their own use. The State uses the remainder to support its programs instead of taxing the peasants.

By 1956 the People's Communes were created in a program announced by the Communist Party. The 1956 maps and drawings show the changes which resulted from the formation of these communes. The top map shows the further enlargement of the fields cultivated by the peasants. More field boundaries were removed to further reduce the land taken up in this way. The larger fields enabled the beginnings of mechanization of the farming process to occur, although the tremendous number of farmers and communes in China, and the relatively low industrial production of farm tractors and implements, made such a program a long and slow one. Even today the great majority of work on the communes is carried out by manual rather than mechanized labour. Another change which is shown is the creation of a new village with more houses and electricity. The State has changed its policy during harvest time as well. The entire crop is now sold to the State for money which is then returned to the Commune to pay to the individual workers as wages. The produce of the Commune is then taken and sold by the State. The final change is shown by the bottom right drawing. The Communist Party cadre is now the leader of the Commune and is responsible for assigning the work to be carried out by the various Production Brigades. (Once the students have had time to think about this question, have them read the story on page 47 to check their answers.) This cadre is usually known as the President of the Revolutionary Committee and he is a member of the Communist Party. Party membership is restricted to a small number of people and most of the peasants on the Commune would not be party members.

The final question is designed for discussion purposes and various viewpoints might be found within the family. Generally the opinion of the student should be accepted if he can support it. The play on the following pages will indicate some of the opinions of the Chang family.

PAGES 40 – 44

There are several mechanical steps which, if followed, will make the production of this play easy and enjoyable.

1. The teacher must read the play fluently and expressively. A class member, older student (possibly in a drama club) or a staff member might tape it.

2. Read or play the script to the class, while they follow.

3. (a) "Read around the class". Sit in rows and have the students read successive parts out loud. This session might last half an hour.

(b) Repeat until the play has been read out loud at least four times, spread over several days.

4. Mark off a section in the room shaped like the stage on page 40 and choose three students to strike the set. You may deviate from the suggestion given but have each student draw the set on his script once you have decided on a set. The set should not change much once you have decided on a set. The set should not change much once you strike it.

5. (a) Choose your three best actor/readers.

(b) Have everyone draw a line across the script after .... "(He is interrupted by voices)".

(c) Tell the class that they will act this section until everyone has had a turn on stage.

6. You will now realize that all can "decode" the script but some cannot "read" it. This is because they do not really understand the play. This is because they are not familiar with "drama". They need to be skilled in plot and characterization to read the play well.

How to do a character study e.g. Mother.

Who is she: Mrs. who? How old?

Appearance: What does she look like? weight?

shape? what is her voice like?

Character: Is she happy, sad, lazy, clever, friendly, resourceful, reliable? particular traits?

Importance: A major or minor role? What would happen to the play if she were left out of it?

Lifelike: Is she believable; do you know someone like this?

Pick situations: How would "Mother" behave if "the bus driver were rude to her"? "her son flunked a social studies test"?

Have students act this out. Soon everyone in the room will be a great "Mother". Do all the characters this way. Use the "stage" a lot. For homework have them watch a "situation" show that is played in one room. Count the moves; explain the moves. Ask them to suggest moves for certain lines of the play. Punctuation may explain a lot. Try it slowly; try it quickly. Which is better?

A good technique, but not suitable for all groups, is to divide the class into many small companies and have them all "act" at once. It becomes noisy – have a visual signal which means "quiet! " This technique brings out the most reticent student. Develop these quiet ones with mime. Blindfold them; have them act outside the room, while the rest of the cast is inside, so they may learn to pitch their voices.

We have avoided the full-fledged production with makeup, costumes, gongs, music and scenery. All students love this part but teachers seem to avoid it. Try this: Put a sign on your door – TESTING – DO NOT DISTURB – give the students a free hand to "produce" the play. You can help by guiding the group discussions but for the most part sit at your desk with your feet up. Give them three sessions of forty-five minutes each and invite an audience.

PAGES 44 – 45

The creation of a new village was probably brought about as a result of a need for better and more plentiful housing which did not take up more agricultural land. The new Commune village contains a more regular pattern of buildings indicating its planned nature. The new village contains more houses for families. They are closer together in long, extended houses rather than in separated buildings. The building materials are brick and wood, a change from the mud and thatch of the old houses. There are also several new buildings in this commune: school, nursery, clinic, cotton factory, rice research station, and commune headquarters. There is also a large storage building for keeping equipment and storing the harvest. The village is also supplied with electricity and wider roads to the outside world.

The Chang family would probably be happy about most of the changes: better living conditions, electricity, more easily maintained homes, chances to meet new friends and to explore the area. Children would be able to attend school in this commune and would also receive medical attention more frequently. The older members of the family might not be so happy about the changes. They might dislike the greater number of people around and the fact that they can be closely watched by the Party cadres.

With more houses the village can hold more families. The reasons for this are given in the two maps on page 45. In map 2 the number of villages in this section of the Yangtze Valley have been reduced by more than half as the displaced villagers have been moved into larger more centralized commune villages. The reduction in the numbers of villages from map 1 to map 2 should be the major point to mention in this answer. This change was probably made to make Communist Party control of the villages more efficient and easy, and also to preserve land for the growing of crops.

One thing that was not changed from 1949 to 1956 was the peasant ownership of the "private plots". These plots are the only land owned by the peasants themselves. Any produce from these plots can be sold by the peasant or kept for use by his own family. Usually these plots are only a few square yards in size and represent only about 1-2% of the total farmland of China yet they are responsible for large proportions of the vegetables, chickens and pigs which are raised in China. The government did not take these plots away from the peasants because of the large amount of food produced on them. The leaders felt there might be a food shortage if these lands were to cease production. Once the students have had time to discuss this question, they might be referred to the information on private plots on page 50.

PAGES 46 – 47

The comparison of the two homes on page 47 should bring out some of the differences dealt with in the play. The reading also suggests some points which might be used in answering the first question on page 46.

The Yangtze Valley lies midway between the North and the South of China and the winter months can become quite cool, particularly later in the day. As a result, the Chang family is wearing coats as they eat their supper, suggesting the time as the winter season.

If there is some difficulty identifying the foods in the drawing, have the students turn back to the information shown on page 21.

The reading on page 47 describes life in the new village and outlines the method by which the Commune is run. This information should support some of the ideas developed on page 39 from the drawings.

The home itself reflects the typical conditions found in the rural communes of China. The ever-present posters of Chairman Mao and the fight against the landlords and peasants are seen in each home.

PAGE 48

The work in the commune is organized by the Commune Leaders. The Production Teams or Brigades are the groups of peasants who actually carry out the wishes of the Commune Leaders. In between these two extremes, and not shown in the diagrams, are the Communist Party cadres who live and work in the various villages of the commune. These men are given the orders from the leaders and are expected to return to their own particular Production Teams and give these orders to the peasants. This might be shown in a diagram on the blackboard to supplement the information in the book.

The Chinese feel such an organization is necessary because of the great number of changes which have been carried out by the Communists in the last few years and because of the great number of peasants in China. If there was no central direction given to the various Production Teams in the country (numbering in the millions) the whole system of farming in China might break down. Because of the great number of people to be fed in China, this would mean disaster.

The Chinese have begun to mechanize their agriculture, although much of the work is still done by hand. The difference in the work being carried out in China today (compared to pre-1949) is that most of the projects shown in these pictures are devoted to improving the lot of the peasant and developing China as a country. It is not being done for the benefit of a corrupt and cruel landlord. In most cases the peasants are happy to be working for such a purpose.

PAGE 49

The page reference should be to page 44.

The Yangtze Valley is one of the main areas of cotton production in China as it has the necessary tropical summer climate, adequate rainfall, and fertile alluvial soils. The commune on which the Chang family lives is an important producer of this crop and so was selected as the location for a cotton factory. The crop is harvested by hand, unlike similar crops in the United States which are mechanically harvested, when the cotton balls break open. Since the cotton plants are tall and upright, the harvesting is easier as no stooping is necessary. There are few cotton harvesting machines in China.

The cotton gin is used to separate cotton from the seed and stalk. Since only the fibre is used in the making of textiles, this process is an important one. The cotton seeds are also a useful product used in the production of cotton seed oil. This oil is used for salad oil, margarine and paints. In separating these parts of the cotton ball, it is possible to bale and ship the cotton with less waste material. This process provides jobs for workers who have no work in the fields. The stems and leaves are used for fertilizing the fields. The de-oiled seeds are used as a high-protein food to feed livestock. There is no waste, as some useful purpose is found for each part of the plant. China is not rich and cannot afford to waste any resource which might be put to some productive use.

PAGE 50

The private plots are worked by the peasant family after all of the other jobs they are assigned on the Commune Production Team are completed. Since they are small, these plots are cultivated intensively by the whole family. With care, as well as generous fertilization, they produce great amounts of food. In this section of China, since the growing season extends through most of the year, these plots are constantly producing food for the family's use or for sale in local village markets. The incentive of private profit is also important.

PAGE 51

The photographs on this page, including the one at the bottom of the opposite page, show some of the activities on the commune which take place after the work in the fields and private plots is completed. Common activities include sports (with volleyball, basketball and soccer of most importance), reading (usually the works of Chairman Mao and done in groups with one peasant reading to another), classroom instruction for the older members of the commune and marching drills of the Young Pioneers (or Red Guards). The military aspect of China is emphasized as indicated in the quotations of Chairman Mao on this page. The other activities relate to this theme, contributing to the physical and mental alertness of the Chinese and assuring national preparedness. Pre-1949 China had suffered at the hands of European and American nations who interfered in the internal relations until the country was sliced up by the European powers and Japan. Once the Communists took power, they expelled all such foriegn "imperialists". It is the Communist intention that such interference will never again be tolerated by the people of China. This is the reason for the militancy displayed in these photographs. With such a show of strength, the Chinese expect no "imperialist" nation to invade. As the second quotation suggests, almost everyone in China is considered a part of the militia, whether old or young.

PAGES 58 – 59

The final installment of the story is found on page 58. The journey to the birthplace of Chairman Mao is a pilgrimage which many Chinese have made. The town of Shao-Shan is located in the hill country to the south and west of the large city of Wuhan, which is located on the Yangtze River. The large map running across both pages shows the section of the journey from Wuhu to Wuhan. The small map in the bottom of page 58 indicates the location of Shao-Shan itself. The railway which is shown running south from Wuhan connects with the rail line which runs through (or near) Changsha on the small map. Both maps are drawn on the same scale. The two pictures on page 58 show the terrain in the hill lands in the vicinity of Changsha and Shao-Shan. The other pictures show scenes along the route of the Yangtze. The photograph on page 61 shows the birthplace of Chairman Mao and the students might be referred to this picture in answering the questions on page 59.

Using the scale carefully the students should find a distance in the vicinity of 900 miles to Shao-Shan from the Chang village. They will probably travel by boat up the Yangtze, by rail from Wuhan to Changsha and then walk to Shao-Shan itself. They should see rice and cotton fields with many villagers and workers in the fields. As they pass Nanking and Wuhan they should be able to visit the two major bridges which cross the great Yangtze River (dealt with on page 54), the large cities of Nanking and Wuhan. In addition, they will pass lakes and many river craft along the river. As they approach Shao-Shan, the country should become hilly with many peasants picking tea on the slopes and terracing the land for farming. Their final sight should be the wooded hills and mountains of West China. The land here will not be as

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productive as that in the Yangtze Plain as it is broken by hill lands only suitable for the planting of trees. The soil in these areas will be more rocky and less fertile than in Wuhu. The great mountains in the misty distance will be something these villagers have never seen before, as they come from the flat, alluvial plain of the Yangtze Delta area.

PAGES 60 – 61

From Confucianism arose the notion that the Chinese Emperior was at the center and hence China was the center of the world. Outsiders failed to share this view. Throughout her history, China suffered at the hands of marauders. Some of these, like the Mongola, ruled China for centuries. Following the rise of commercialism in Europe the imperialists began to arrive and set up spheres of financial interest. The British, Dutch, German, Portuguese, Spanish and French quickly gained control of China and remained during the 17th, 18th and 19th centuries. China and Japan competed for maritime trade as early as the 15th century and relations were strained from the 9th century because of the old tributary idea. (Japan paid tribute to China.)

An almost continuous history of humiliation belongs to the Chinese people. At the local level, the masses were poorly treated by an oppressive landlord system; in Peking the "Barbarians" vied for control.

In the 20th century some attempts were made to reverse this trend. The only successful effort was made by the Chinese Communist Party led by Mao Tse-Tung. From a humble beginning in 1921, this group successfully repelled Japanese and Western influences and gained control of Mainland China by 1948. The success of Mao and the Communists is attributed, among other things, to his treatment of the peasants. His army gained the support of the agrarian population. The unstable nature of Chiang Kai-Shek eventually provided Mao with an advantage. Instability, insincerity and vacillation cannot be assigned to Mao. Rather, he is resolute, tough, single-minded and gifted. Upon overthrowing the Kuomintang, the Communists had to restore order in their country. This task is never easy for revolutionaries and it was the more difficult because of the immensity of China's land and peoples, the diversity of its climate and the emergence of Japan, a traditional enemy, and the West.

Mao Tse-Tung used the school system to secure the revolution among the young people. He used the radio and billboards. Twenty-five years after the capitulation of the Kuomintangs he has eliminated poverty, hunger, serious natural disasters like flooding, and humiliation at the hands of foreigners. His methods have been diverse, but constant propaganda programs, ubiquitous in the lives of the people, seem to have been the key. They promoted hard work, fitness and health, loyalty to Chairman Mao and a bitter resentment of imperialists.

Today there is a shift in emphasis from Mao worship to Party worship. Mao buttons, so long popular, are being replaced by panda bear buttons. The billboards are slowly coming down, and their nature is changing. Mao is establishing diplomatic relations with other countries. The second stage of securing the revolution is under way, and no one knows the direction it may assume.

Give your class every opportunity to speculate, along with the "experts", on the future of China, and how we might relate to the 800,000,000 – a quarter of mankind.

CHINA, Teachers' Guide.
MAN IN HIS WORLD,
James Forrester, Co-ordinator.

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